**Teacher: Helen Bruno Shay**

**Pre-K Lesson Plan**

**Theme: Water Unit** – Snow & Ice

**Activity: Snow, Ice and Melting**

**Prekindergarten Foundation for the Common Core Standards:**

Domain 1 Approaches to Learning:

Engagement –

1: Actively and confidently engages in play as a means of exploration and learning; a b f

2: Actively engages in problem solving; a, b, c, d

Curiosity and Initiative –

4: Exhibits curiosity, interests and willingness in learning new things and having new experiences;; 1, b, c, d, , f, g

Domain 2 Physical Development and Health

Physical Development –

1: Uses senses to assist and guide learning; a, b, c

Domain 4 Communication, Language and Literacy - Approaches to Communication –

Motivation

1: Demonstrates that they are motivated to communicate; a, b, c, d, e, f, g

Background Knowledge

2: Demonstrates he / she is building background knowledge a, b, c, d

Viewing

3: Demonstrates he or she can understand what they are observing a, b, c, d, e

Domain 5 Cognition and knowledge of the World – Mathematics

Mathematical Process: a, b, c

Science

Scientific Thinking

1: Asks questions and makes predictions based on observations and manipulations and events in the environment a, b, c, d, e, f

2: Test predictions through explorations of what he / she wants to learn; a, b, c, d

3: Generates explanations and communicates concluding regarding experiments and explorations; a, b, c, d, e

**Objective:** Students will be able to understand that snow changes depending on how warm or cold it is.

**Focus Question:** What happens to snow when it changes temperature?

**Vocabulary words**: freeze, ice, water, melt, liquid, predict

**Large Group Instruction:** The teacher has a discussion about being a scientist based off the prior day’s lesson. Teacher asks students “What do scientists do to explore, investigate and learn?” Teacher writes responses on white board and guides responses to include; using their five senses as well as uses magnifying glasses. The teacher hands out magnifying glasses and asks the students to walk around the room to examine things they never paid too much attention to. After 5 minutes the students are asked to come back to the rug for a “Turn and Talk” with their rug partners to discuss what they explored and which sense they used to investigate with. Class shares responses. Tell the students they will listen to the book *The Snowy Day*, by Erza Jack Keats. After reading the story, teacher asks the students what happened to the snowball the boy kept? Why did it melt? The teacher holds up a bowl of snow and asks, “What do you know about snow?” What do you know about ice?” Again, students will “turn and talk” with their rug partners to discuss the 2 questions. Class shares responses with teacher guiding them to elicit the idea that snow is cold and melts when the temperature changes and snow can also freeze after it melts. After the class shares out, the teacher will introduce the center time activity with more questions: “Where does snow come from?”, “Where does water come from?” “How can you make ice?”, “When does snow and ice melt?” When we go into small groups we will talk more about snow and ice and water.

**Small Group Instruction:** Students are asked to act like a scientist and to observe the snow with their five senses and with a magnifying glass. Students have the opportunity to feel the snow. They are asked to predict “what will happen next?” when they are examining the bowl of snow. They are guided to think and wonder about the following scientific questions:

1. What does the snow feel like?
2. Where does it come from?
3. Will it change if it:
   1. It is left in the room overnight?
   2. if we put some in the freezer?
   3. if you put some in a cup and left it on the windowsill in the sun?

**Differentiation**:

For children who need additional support: Some students may be uncomfortable touching snow and/or ice. These students may observe with their magnifying glass and provide 1:1 support

For children who are ready for a challenge: After discussing snow and how it melts or freezes. Invite them to test their hypotheses.

English Language Learners: Para translates if necessary for ELL students. Have ELL students draw their experiences with snow and ice and discuss their experiences with them.

Assessment/Rubric: Is the child able to participate in a discussion about snow and melting ice? Assessment is recorded through work sampling collection. Evidence of students during lesson time will be noted to show they are proficient in the specific area of learning.

**Follow Up:** At the end of the day the teacher reviews with the students what they learned today. Students will also check the snow in the bowl, the snow in the freezer and the snow on the windowsill. Finally, the teacher will display photographs on the science bulletin board of the students touching the snow and moving it into the freezer or onto the windowsill to test their predictions.

**Teacher’s refection:** What went well? Why? What will I do differently given what I have learned from observing students during this activity? Which students needed differentiation during this activity and how will I meet their needs moving forward?

**Material:** chart paper, makers, *A Snowy Day*, by Erza Jack Keats, bowls to hold snow, ice and water and of course snow (after a snowy day)

**Evaluation:** While students are working the teacher will take photographs of students write observational notes and or use a checklist. The teacher will upload the photographs and type the observational notes onto the online Work Sampling System for student assessment for Pre-k.

**Student Rubric for Small Group Assessment:**

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| --- | --- | --- | --- |
| Child’s Name: | Participates in small group by examining and predicting: | Number of questions and predictions in discussion: | Notes: |
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